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# Community Resources in Watertown for Use in American Government

Melvin Hanson

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COMMUNITY RESOURCES IN WATERTOWN  
FOR USE IN AMERICAN GOVERNMENT

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A Problem  
Presented to  
the Faculty of the South Dakota State College  
of Agriculture and Mechanic Arts

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education (Option A)

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by  
Melvin Hanson  
May 1956

### ACKNOWLEDGMENT

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Melvin Hanson

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## CHAPTER I

### INTRODUCTION

#### The Problem

American government is a required subject in Watertown High School. It is a one-semester course usually taken during the senior year. However, some students with scheduling difficulties are permitted to enroll in this course during their junior year. Three sections each semester are usually required to accommodate all the students taking the American government course. The average class has an enrollment of approximately twenty-eight students. Generally two or three teachers share the responsibilities for teaching American government.

There is no prescribed course of study for the course in American government in Watertown High School. McClenaghan's book, MaGruder's American Government,<sup>1</sup> is used as the text. Organization of the course is left to the judgment of the instructor. The instructor can use whatever materials and procedures are felt to be most effective and practical to attain the desired outcomes.

During the school year of 1954-55, a set of objectives for American government in Watertown High School was set up.

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1. William A. McClenaghan, MaGruder's American Government (Boston: Allyn and Bacon, Inc. 1954).

These objectives were formulated for the purpose of giving direction to this study. They represent the thinking of the superintendent of schools, the high school principal, the principal of the junior high school, and three of the members of the social studies teaching staff.

The objectives of the American government course in Watertown High School as formulated during the school year of 1954-55 are:

1. To create the attitude necessary to enable democracy to function.
2. To enable the individual to determine objectively the greatness of Our Democracy.
3. To understand the development of democracy.
4. To create an interest in present-day problems related to American Government.
5. To develop an understanding of the importance of the mutual responsibilities of the elected and the elector.
6. To develop in the individual a core of basic values and beliefs conducive to cooperative effort.
7. To instill in the student the importance of the individual; and, the desire to protect the rights of the individual as set forth in such important documents as the Declaration of Independence and the Constitution of the United States of America.
8. To instill in the individual the zeal necessary to foster the growth and perpetuation of Our Democratic Process.

9. To teach the skills and to develop the capacities for active and constructive participation in American Government on the local, state and national levels.
10. To develop a well-rounded citizen with an understanding of the opportunities, obligations, and responsibilities of American citizenship.
11. To understand that our well-being must be considered more and more on the international level, to the end that individuals can more fully appreciate the interdependence of nations of the world.
12. To foster the attitude necessary to advocate a crusade for democracy among the nations of the world.

The problem considered in this research relates to the better teaching of courses in citizenship, and how the community agencies, which may be available, can be utilized in such teaching.

#### Purpose of the Study

The importance of participation by all in the American form of government cannot be too strongly emphasized. America will remain strong only if her citizens remain interested and active. The Citizenship Education Project (CEP) has brought attention to the need for doing a better job of educating for active participation in all phases of democratic living. "The great democracies and republics of history disappeared largely because too many of their citizens became indifferent to their responsibility in maintaining their freedom."<sup>2</sup>

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2. Improving Citizenship Education, Teachers College, Columbia University, New York, 1952, p. 3.



The results of many elections show that often only about half of all eligible voters go to the polls and cast their vote. "In 1952, at least 100,000,000 people were eligible to vote, about 80,000,000 were registered where registration is required, and yet only about 60,000,000 actually cast votes."<sup>3</sup>

Many people fail to take an interest in government because they are not well enough informed to feel they can make a contribution. The schools of today must do their share in the process of educating boys and girls for active participation in government. Classroom instruction must include those activities that will develop citizens that are willing to take their place in the complex society in which we live.

Community resources are being used more and more in an effort to give realism to many of the problems that modern education is attempting to solve. The use of community resources has proven valuable in developing the lessons of education today. Resources in the Watertown community can be used to help develop the lessons and objectives of the course in American government in the Watertown High School. Quillen and Hanna made the following statements regarding the use of community resources:

The use of community resources in social-studies instruction contributes not only to

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3. William A. McClenaghan, op. cit., p. 443.

understanding and values, but also to the building of individual competence. Youth develop greater effectiveness in reading, writing, speaking, listening, observing, and using numbers as they read community documents, write the information they gain, and the conclusions they reach, talk to community leaders, listen to those who know the community, observe the life about them, and collect statistics about community life. The study of local problems provides an opportunity to practice reflective thinking in practical situation; to define and analyze problems; to collect, verify, organize, and interpret information; and to formulate and apply conclusions.<sup>4</sup>

The following quotation from Schools and Our Democratic Society indicates the importance of a variety of activities and materials if today's schools are to educate youth for democratic living.

The tendency has been definitely to move away from a teacher-dominated classroom situation, with question-and-answer recitation as the sole activity, and with rigid, uniform expectations and requirements for all students, toward a democratic group planning situation with teacher leadership, characterized by a variety of activities and materials, with much concern for individual differences. They give much promise of helping the school carry out its role of educating for democratic living. It is hoped that children and youth coming through such classroom learning experiences will be able to take their part effectively in the planning, discussing, and problem solving of democratic communities.<sup>5</sup>

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4. James Quillen and LaVone A. Hanna, Education for Social Competence, (Chicago: Scott, Foresman and Company, 1948) pp. 285-6.

5. M. H. Willing, John Guy Fowlkes, Edward A. Krug, Russell T. Gregg and Clifford S. Liddle, Schools and Our Democratic Society, (Harper & Brother, New York, 1951) p. 233.

It was the purpose of this study (1) to investigate and review a few of the resources in the Watertown community that have possibilities for use by the American government classes; (2) to show how some of these resources may be used along with the textbook presently being used in the course in American government; and (3) to show how some of these resources can be used to achieve a part of the objectives of the course in American government in Watertown High School.

Facts that are related to real situations will be more permanently fixed in a student's thinking. Civic competence can be better achieved through experience. The importance of the democratic way of life can be emphasized easier if one is able to observe democracy in action. Community resources have been used to give meaning and importance to many of the goals of today's schools. They help eliminate the mythical.

The specific purpose of this study was to make a survey of the community agencies in Watertown which are available for use in the teaching of citizenship education, and to point out many ways in which these agencies can be utilized.

#### Definition of Terms Used

Community resources. The term "Community resources" in this study included (1) community projects, (2) governmental agencies and facilities, and (3) organizations and individuals.

American government. Throughout this study, the term "American government" shall be interpreted as meaning the

government course in Watertown High School. It is a one-semester subject required of all students receiving a diploma from the high school.

American Government. "American Government" written with both words capitalized was used to denote the form of government in operation in the United States of America.

Watertown or Watertown community. In this study the term "Watertown" or the term "Watertown community" was used to mean the area which makes up the city of Watertown, South Dakota. It did not include the air base.

Our Democracy. This term was used to apply to the form of government in operation in the United States. The term "democracy" written without a capital letter was used to indicate any form of government that is run by the people who live under it.

MAGRUDER'S. The 1954 edition of McClenaghan's book, MaGruder's American Government was referred to as MAGRUDER'S. This is the government textbook used in Watertown High School.

CEP. The Citizenship Education Project was referred to as CEP. This is the citizenship project sponsored by Columbia University. Many schools have taken part in CEP.

Community projects. This term was used to mean undertakings or enterprises carried on in the community. It includes undertakings of the nature of the raising of funds through the community chest drive.

Governmental agencies and facilities. This term was used to indicate any type of government office, agency, or any of the facilities of government bodies on the local, state, or national levels.

Organizations and individuals. This term was used to indicate clubs, organizations and individuals. It includes clubs and organizations of which students may or may not be participating members.

### Review of Literature

Community resources have been investigated and used by schools throughout the United States. In the Des Moines<sup>6</sup> survey, a group of teachers and administrators cooperated with forty-five community organizations in making a catalogue of community resources. "Government" was one of the fourteen topics selected by that group.

In the discussion on "Community Resources," Quillen and Hanna<sup>7</sup> referred to the findings of the Stanford Social Education Investigation.<sup>8</sup> Many of the topics discussed were substantiated by the Stanford Investigation.

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6. "Community Resources" (Des Moines Public Schools, 1939-40). (Mimeographed.)

7. Quillen and Hanna, op. cit. pp. 443-461.

8. Stanford Social Education Investigation, "A Statement of Principles on Issues Important in Social Education," (Stanford University: 1943.) (Duplicated.)

Twelve pairs of school classes in as many states were used in a study made by Ayer and Corman.<sup>9</sup> One class in each pair had the experience of one or more laboratory practices. These were laboratory practices as recommended by the Citizenship Education Project. The experiences with this project seemed to have focused student's awareness on those politically oriented behaviors which are vital to the assumption of an active role in a democracy.

Collings<sup>10</sup> analysed the results of questionnaires returned by 4505 students. Among the conclusions reached were the following: (1) teachers cannot assume that students have had a large number of enriching experiences with the community, and (2) some schools do not make sufficient use of community facilities.

Little and Ashmore<sup>11</sup> concluded that as a result of a 10-day community-school planned experiment, the behavior and attitude of the students were improved.

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9. Fredric L. Ayer and Bernard C. Corman, "Citizenship Concepts are Developed by Laboratory Practices," Social Education 16:215-6; May 1952.

10. Miller R. Collings, "Exploring Your Community: A Direct Experience Study," Journal of Educational Research, 44:225-30, November 1950.

11. Thomas C. Little and Henry L. Ashmore, "An Experiment in Group Living," Journal of Educational Research, 45:233-36, November 1951.

The literature reviewed for this study indicates that community resources are being surveyed and used by educators for the purpose of making instruction more interesting and effective. There is no literature available that indicates that a survey of community resources has ever been undertaken in the Watertown community.

The writer was interested in determining what resources in the Watertown community might have possibilities for use in making more effective the instruction in the course in American government in Watertown High School. The writer taught a class in American government in Watertown High School during the 1954-55 school year.

It was the purpose of this study to locate and review some resources in the Watertown community that have possibilities for use in doing a better job of teaching a course in American government in Watertown High School.

## CHAPTER II

## PROCEDURE

Methods of Study

Much of the information reviewed in this study was gathered while the writer was teaching a class in American government in Watertown High School. The vast majority was obtained by interviews with citizens of the community. Some was obtained in the process of making arrangements for field trips to one or the other of the community agencies. Some was secured while on field trips.

Permission was obtained from both the superintendent of schools and the principal of the high school to contact individuals in the community to discuss with them the resources available in the community that might prove valuable in achieving the objectives of the course in American government in Watertown High School.

Many individuals in the community were contacted in the process of gathering information on community resources. Many of the contacts were direct interviews with the intention of obtaining information regarding a particular agency or individual. Some of the contacts were of the incidental type as the writer was searching for any bits of information that would prove to be valuable or that would warrant further investigation.



Notes on pertinent bits of information were taken during the course of the study. Two forms were prepared by the writer, but these were discarded in favor of general notes. The two forms prepared by the writer did not provide enough space to record the information obtained in various places. It was hoped that a check list could be used, but the writer was unable to prepare one that was adequate. The variety of resources investigated made the use of any definite forms impractical.

## CHAPTER III

## FINDINGS

Community Facilities

A considerable number of community projects have been undertaken in the Watertown community. Some of these provide opportunities for participation by members of the classes in American government in Watertown High School. Among the projects that have been carried on, or that can be carried on, in the Watertown community are the following: Community Chest, School Census, Organizing Local Talent, Ground Observer Corps, City Recreation Board, and Getting Voters out to Vote.

Watertown Community Chest. Approximately \$23,000 has been raised each year during the annual community chest drive. One drive takes the place of several when funds are collected in this way. Eight organizations in Watertown benefit from these funds. Many workers are needed in raising this amount of money. An effort is made to contact all the wage-earners in the community.

Much time and effort goes into the planning necessary for this type of fund raising campaign. Many individuals are needed to make the actual contacts necessary for securing the pledges or for receiving the donations.

Many of the students taking American government in the Watertown High School have benefited from the activities of

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the organizations that are recipients of these funds. Some of these students have participated in the Junior-Junior baseball program. Many have been members of the Boy Scouts or the Girl Scouts. Others have benefited from the many activities of the YMCA, the Salvation Army, the Mellette House, and the school hot-lunch program.

A board of directors plans the campaign for carrying on the community chest drive. The planning includes such items as getting the anticipated expenses or the proposed budgets from the participating organizations; securing workers to make whatever contacts are necessary, as well as giving the project a considerable amount of publicity. Many individuals are needed to make a venture of this type a success. The cooperation of the citizens of the community is necessary.

The community chest campaign in Watertown provides some opportunities for teaching some of the desired outcomes of American government. This type of project provides materials that can be studied and discussed in class. Students can be used in formulating the plans necessary to put the project into operation. They can assist with much of the work of obtaining pledges and donations. The people who have benefited from the activities made possible by the community chest can do much in the line of publicity. Many of the high school students have received the benefits of these activities.

A project such as the community chest provides realism. There is very little make-believe in this type of undertaking. This project is planned by the members of the community for the members of the community. This is definitely democracy at work. Students can determine for themselves that the democratic process does function.

School Census. The school census is taken in the Watertown Independent School District each spring. The school census is taken by an actual canvass of the homes in the school district. (The Watertown Independent School District and the city limits of Watertown are not exactly the same.)

The services of six to eight adults of the community are usually needed to make the canvass of the community to obtain the information to complete the job of taking the census. About eight cents per name is allowed for taking the census. The work requires that someone go to the homes, secure the needed information, and prepare a list of all school-age children.

The planning and organization, as well as the actual taking of the school census, provides some opportunities for achieving the objectives of American government in Watertown High School. Experience obtained from working on the school census can give insight into the vastness of providing the American Heritage of free education. The work of the board of education can be more fully appreciated as the result of

working on the school census. This type of project can do much in achieving the desired outcomes of "opportunities" or "obligations and responsibilities" of American citizenship.

Local Talent. A community the size of Watertown has a good supply of talent suitable for use in fund-raising campaigns such as the "March of Dimes." Many of the people who have talent are never called on to make a contribution. Many of these folks would be happy to give of their talents if they were contacted.

A survey of local talent could have considerable merit for use as a project for students of American government. This project, like the others mentioned, would require a certain amount of planning. Students can profit much from the democratic planning needed to organize this project. The importance of the individual can be brought out in an undertaking of this kind.

Ground Observer Corps. One of the mainstays of the defense program of the United States is the Air Force. There is opportunity for many citizens to be of real service to their country by taking an active part in the Ground Observer Corps. One does not have to be a voter, nor a taxpayer, nor need one be twenty-one years of age to take part in this type of project. Serving in the Ground Observer Corps can be a great benefit to the United States Air Force, as well as, the United States.

Ground observer posts are manned twenty-four hours a day. An observer usually takes a two-hour shift. He may sign for one or more of these shifts each month. All planes that are spotted are reported to the Civil Defense Office in Sioux Falls. This helps fill the gap in the radar network equipment. The success of the nation's defense program depends on the willingness of the citizens to serve as observers in the Ground Observer Corps.

Students in Watertown High School can be of real service to their country by taking part in the Ground Observer Corps. This project can be undertaken in part by the members of a class in American government. Each individual becomes important in an undertaking of this kind. The individual is important in the defense of the nation. One's responsibility to his country can be emphasized. One is helping on the national level of government in this type of project. Defense is the responsibility of the National Government.

MAGRUDER'S has devoted the major portion of one chapter to the study of the Department of Defense. Materials and activities dealing with the functions of the Ground Observer Corps can be used in conjunction with the materials on defense as presented in MAGRUDER'S.

Recreation Board. This project has been in operation for a number of years in the Watertown community. It provides opportunity for some of the students to represent the student

body in helping to operate the city recreation room. These representatives help formulate some of the policies.

A completely furnished recreation room is provided as a part of the city recreation program which is under the direction of the City Recreation Director. The recreation room (Rec.) is located in the basement of the city auditorium. It is open after school and evenings. The young folks of the community can go to the "Rec" to play games, listen to records, dance, etc.

From fifteen to twenty students from the high school are elected each year to serve on this board and to help formulate the policies. This type of project gives the students a chance to take part in a democratic election, to see the representative form of government in operation, and to have a say in making rules to govern themselves.

Elections. Several elections are held each year in the Watertown community. These provide some splendid opportunities for teaching the lessons in American government. As yet, of course, students of the usual high school age cannot do any of the actual voting. However, the possibilities are present for a number of activities which might prove beneficial. All citizens of a community should use their influence to bring about the outcomes desired by the majority of the people.

Students can participate in elections by bringing the issues to the attention of the public. They can put on a campaign to get out as many of the eligible voters as possible.

They, too, can be informed so that they know how to vote, and for whom they would vote. They can attend political functions to better understand and appreciate the importance of this method of selecting the people to operate the American form of government.

Students can write newspaper articles to bring issues to the attention of the public. They can present panels in an attempt to bring out both sides of an issue. These types of activities can help eliminate the mythical as far as students are concerned.

Many people do not vote because of lack of transportation for getting to the polls. A house-to-house campaign might bring out many folks who would otherwise not take an interest in voting.

Churches. Many of the residents of Watertown are members of one of the sixteen churches of the community. Religious freedom has always been one of America's outstanding assets. Respect for the religious freedom of others must continue to be a strong point in favor of the democratic way of life.

Students could profit from a study of the religious facilities available in the community. Some time given to a study of this kind would bring out the importance of the freedom of being allowed to worship at the church of one's choice. Many people have never seen the inside of any church building but the one of which they are a member. Many wrong



ideas exist because of ignorance. One might profit much by attending Sunday service at the church of which he is not a member. Democracy demands that we learn to live together.

The writer has reviewed several of the resources of the Watertown community that provide opportunities for active participation by members of American government classes. Many projects of this kind are available in the community. Many of these projects can be used by the classes in American government. There is much to be gained by taking an active part in a community project. A lot of the make-believe is eliminated. Students can have an actual part in the job that is being undertaken. They can be a part of democracy at work. They can determine for themselves that this form of problem solving is effective. Everyone has the chance to make a contribution. One becomes interested in an activity or a project when he helps make the plans and sees the plans put into effective operation.

Community projects can be discussed as a part of the classroom work. Discussions based on actual experiences are more meaningful and effective than discussions based on abstract ideas. Information gained from experiences with community projects can be used for a number of other classroom activities. Reports can be prepared on many of the activities of the community. Surveys can be made of what the community

wants or doesn't want. Community leaders can be very effective if they have had the chance to see that students are interested in what is going on in the community.

### County Government Facilities

In using community resources as a teaching aid for the course in American government, one should not overlook the government facilities available in a community the size of Watertown. Not all of the government facilities in Watertown will be reviewed in this study. Enough will be reviewed to suggest a few that can be used, as well as, how some of them can be utilized to achieve some of the objectives of the course in American government in Watertown High School.

Watertown is the county seat of Codington County. It has agencies and offices of the county government, as well as, offices and facilities of the municipal, state and Federal Government. These facilities do not offer many opportunities for actual participation but do provide opportunities for study by American government classes. The first-hand information obtained from these agencies can be of real value in teaching the lessons of American government. The variety of government agencies and offices in Watertown makes it possible to cover a number of different topics that deal with one or the other of the many functions of government. The agencies and offices can supplement much

of the material presented in MAGRUDER'S. All levels of government have facilities available for consideration.

Register of Deeds. One of the county offices that can be used is the office of the Register of Deeds. One of the chief functions of this office is to file or record or file and record authorized papers. Among the items which might prove to be of most use for students of American government are the following: discharge papers of veterans, liens on motor vehicles, transfer of car titles, deeds for property, mortgages, and conditional sales contracts.

Students get a better understanding of the importance of each individual in the defense of the country if they can search the records and find information about the service records of some of the people with whom they are acquainted. Many veterans make it a point to have their service papers filed in the office of the Register of Deeds. Veterans are not required to have these papers registered. However, a considerable number of them are available. Students can gain much from these service records. The records of both teachers and parents have real meaning to the students.

One can search the titles to cars to determine if there are any liens against them. Many of the students of this age are interested in obtaining a car of their own. They are given an opportunity here to see the importance of having some way of being able to prove ownership of property.

Title to real estate can be followed from the time it was owned by the Federal Government down to the present owner. Ownership of property is meaningful to the students. Many of them have purchased cars of their own by this time. Many of the student's parents are the owners of real estate in the community. A search of real estate deeds gives the student a chance to participate in an activity that has as much meaning to a student as to an adult. Many of today's students will be the owners of real estate in a few years. The purchase of property is a big event in the lives of most people.

During the past few years the conditional sales contract has been used more and more for the purchase of a large number of items. Almost everyone will some day be doing some buying by this plan of financing. Conditional sales contracts are recorded in the office of the Register of Deeds. A better appreciation of the laws regulating this type of activity can be obtained by a study of a few of the contracts that are on file. One should search the records when buying items that may have been sold on the conditional sales contract. The importance of being informed is easily gained from the characteristic of repossession of items sold under the conditional sales contract. Title to the property remains with the seller.

These functions of the office of the Register of Deeds do not constitute the complete list. They represent some of

the items that can be organized into worthwhile projects for students of American government. These facilities can be used by groups or by individuals.

County Auditor. Records of the official proceedings of the county commissioners are kept in the office of the County Auditor. The ballots for the primary elections and for the general elections are prepared in this office. Individuals to handle elections are selected by the auditor. The importance of citizens taking part in voting can be emphasized by a study of the work necessary to give voters the opportunity of voting. Even though high school students cannot vote, the importance of the responsibility of voting can be emphasized by a study of the procedure used in conducting the primary elections and the general elections.

Much of the money needed to run governments in the state of South Dakota is raised by the tax on property. Most of the work necessary to obtain these taxes is done in the office of the County Auditor. The procedure for handling the property tax in Codington County is worthy of consideration. Many people fail to have a good picture of the benefits provided by governments. The study of the tax system of a county can give much first-hand information of the many benefits provided by governments. Students can see the need for everyone being an active member of the democratic form of government.

Along with the other duties, the county auditor handles the work of paying the bounty for killing certain predatory animals. The auditor sends the name of the individual to the State Department of Game and Fish where payment is made from one of their funds. Many of the students attending Watertown High School are from the rural area. The purpose of the program for the destruction of predatory animals is to assist the people who live in the rural areas. This type of activity can have a lot of meaning to members of an American government class. Many of the students have at one time or another received bounties for animals they have presented to the office of the county auditor.

County Treasurer. Many students are already acquainted with some of the functions of the office of county treasurer. They have gone to this office to purchase their driver's permits. Some of them have purchased licenses for motor vehicles. Both of these functions of the treasurer are meaningful experiences for the students. Hunting and fishing licenses are also obtainable at this office.

Taxes levied by the state, county, city, township, or the school district are collected by the county treasurer. The records of the treasurer can be used to determine the amount of the present, as well as the past taxes, on any piece of property. These records can also be used to determine how the monies are distributed and used.

Clerk of Courts. The importance of government in our democratic way of life can be emphasized by a variety of functions performed by the office of the clerk of courts.

The clerk of courts draws the jurors upon order of the judge. He administers the oath to all jurors and witnesses. The closer the student can come to having first-hand information on this type of activity, the more likely he will see the importance of serving either as a member of a jury or as a witness when called on to do so. The Constitution of the United States and the Bill of Rights have both set forth the importance of trial by jury.

The naturalization of foreigners is handled by the clerk of courts. American citizenship, with all of its benefits, is too often taken for granted. A little contact with the process of naturalization, as handled in this office, can help an individual to grasp a better appreciation of the benefits of being a citizen of this country. It is a privilege to be a citizen of the United States.

Marriage licenses, birth certificates, and death certificates are handled in the office of the clerk of courts. Many of the students of American government in the Watertown High School have already found it necessary to use their birth certificate at one time or another. It is important to have a correct record of the information pertaining to one's birth.

The functions of county government listed above represent only a sampling of the resources available at the county court house. Many of the others have similar values. The facilities of county government present a number of possibilities for giving insight into the operation of American Government. The benefits and responsibilities of the individual are stressed. These sources give meaning to government by using things that are concrete. They show government in actual operation.

The facilities of county government can be put to use in a number of ways by the teachers of American government. The high school is only about a block from the court house. It is relatively simple to arrange field trips as the problem of transportation is not present. It is also close enough to the school so that small groups of students can be permitted to attend functions that are taking place in the court house. Many classroom projects and activities can be organized around information available at the court house. Units can be organized on a number of topics of the nature of searching the title on pieces of property, how the tax dollar is used, how the county and the city is plotted, as well as a number of others. Many of the offices in the court house have records of a historical nature that can be used to gain insight into the development of different functions of government. Some counties in South Dakota have had a County Government Day.



The facilities of county government in Codington County could be organized so that they could be used by high school students of Codington County for a County Government Day.

MAGRUDER'S has devoted several chapters to the discussion of local government. Resources of county government can help considerably in giving meaning to the materials in MAGRUDER'S. Many of the chapters are devoted to topics that can be supplemented by community resources of the county government. The resources of the county government in Codington County are readily accessible to students of Watertown High School, tie in closely with MAGRUDER'S, and do help in part to achieve the objectives of the course in American government.

#### Municipal Government Facilities

Watertown has the mayor and city council type of municipal government. There are five wards in Watertown with two aldermen from each ward. The mayor, the ten aldermen, and the judge of the municipal court are elected officials.

The objectives of the course in American government in Watertown High School can be achieved in part by taking advantage of some of the opportunities that are available through the municipal government of Watertown.

Student Government Day. Student Government Day has been held in Watertown each spring for a number of years. The students conduct an election in school; and, assist with the operation of the municipal government for a day. Much of the

activity of this day is realistic. The election of students to hold certain offices, the appointments made to serve in the appointive offices, as well as many of the other activities of this project, give many students a chance to participate.

Registration for Student Government Day gives each student an opportunity to learn how the city is organized for the purpose of conducting elections. Each student votes according to the ward in which he lives. Actual practice in circulating petitions is provided as each candidate must obtain a certain number of signers on his petition before the name can be placed on the ballot. Petitions are circulated at large for job of mayor, and for the job of municipal judge. The actual campaigning for the various positions is an excellent opportunity to stress the importance of being willing to influence and to be influenced by the wishes of the majority. The campaigning is handled in a number of ways.

One need not be elected to an office to take a part in Student Government Day. Students are appointed to fill the offices usually filled by appointment. This is done by the student or students elected mayor for the day. Many are rewarded for faithful campaigning by being appointed to a city office. Many students in Watertown High School (not only members of the American government classes) are able to take part in this activity.

The preliminaries leading up to government day usually last for about two weeks. Students take an active part in these preliminaries, and look forward to the coming of the Student Government Day.

One day is allowed for Student Government Day. Classes in the high school meet as usual; but, attendance in some of the classes is limited because of the large number of students that are taking part in the activities of the day. Part of the day is spent in visiting different departments of the city. Some of the day is spent working with the adults who are in charge of the municipal government of Watertown. During the afternoon a mock trial is held in the municipal court. The students are assisted by the adults who ordinarily do these jobs. The same type of an activity is carried on by the city council.

Although Student Government Day in Watertown has a certain amount of make-believe, there are many fine opportunities to develop the goals of training for active participation in nearly all phases of city government. This practical experience gained from actual contact with city government will carry over and be applied to all levels of government.

City Council. Meetings of the city council are open to the public. Any member of the community may attend the meetings and obtain information and make suggestions. Here is a place where students can go to observe a government group in

action. They can observe members of the council as they speak for the people of the community. The proceedings of the council can be read in the local paper (Watertown Public Opinion).

Municipal Utilities. Members of the American government classes can get a better picture of the importance of government by visiting the utilities operated by the city for the city. Much first-hand information can be acquired from visiting some of the following departments: City Engineer, Zoning Board, City Assessor, Fire Department, and Police Department. The work of these departments can give a fuller meaning to the importance of all working together for the mutual benefits of all the citizens of the community.

Community resources of the municipal government are in many respects similar to the resources of the county. These resources can also be used in a number of ways by the classes in American government. Many students, not only members of the government classes, are able to take part in the annual Student Government Day. Considerable time can be used in outlining the functions of the different positions that the students are to work with for the day. Members of the city government can bring their experiences to the class. Items regarding the city government can be followed in the newspaper.

A study of such items as city ordinances and zoning regulations can be carried on. Citizens of a community often know very little as to what is contained in the city ordinances.

Research on the number of people who work for the city, and information on the nature of their work can give insight into the vastness and importance of local government.

Traffic problems can be studied. Projects that can be promoted can be outlined and discussed. Surveys can be made of these projects. The facilities of the municipal government provide a great many possibilities for use by the American government classes in Watertown High School. It has been suggested that one should learn about his local surroundings first and after that learn about the things outside of his immediate environment. The local government facilities provide this starting place in the study of American government.

#### Other Government Facilities

In addition to the resources of county and municipal government, there are a number of resources of other government agencies in Watertown. There are offices and facilities of both the state and national government which merit brief consideration in a report of the study of community resources.

Among the offices and agencies in the Watertown community are the following: (1) United States Post Office, (2) Employment Security Department of South Dakota, (3) Internal Revenue Office, (4) Recruiting Services, (5) Soil Conservation Service, (6) Courts, and (7) National Guards.

Some of these agencies and offices provide an almost unlimited amount of information usable in teaching a course in American government.

Post Office. Everyone has made use of the services of the United States Post Office on many occasions. The vastness of this service can be better appreciated by actual contact with the great amount of work necessary to keep the mail moving. The functions of the Postal Department extend beyond the delivery of the mail. Many of the functions of this department provide a chance for students to learn about the many services rendered by the Government of the United States. MAGRUDER'S devoted a large portion of one chapter to the organization and services of the Postal Department. The Postal Department does not pay its own way. However, it would be difficult to convince most American citizens that this important function of government should be disposed of just because it has failed to have enough income to offset the expenses of providing this service.

Employment Security Department of South Dakota. One of the basic wants of almost any individual is security. The office of Employment Security handles many of the functions pertaining to both employment and unemployment. The almost unlimited amount of information available at this office can be used in a number of ways. Units can be prepared on occupations which the students may desire to enter. Many of

the occupations can be studied in detail. From the information available at this office the students can at times secure employment for the summer months. For a number of years, the General Aptitude Test Battery has been given to the seniors in the Watertown High School. These aptitude tests are a service of the Employment Security Department of South Dakota.

Internal Revenue Office. Almost every American citizen is now paying Federal Income Tax. Information on filling out tax returns are available for school use. Every citizen must pay his share of financing the cost of government. People who appreciate the importance of government are more likely to be willing to pay their share of the costs. The income tax is the chief means of obtaining money necessary to maintain the Federal Government. Many people are now depending on Social Security to provide the income for their retirement.

Recruiting Services. A limited amount of military service is now required of almost every male. Most of the young men in the American government classes are eligible for service in the armed forces upon graduation from high school. Many of these boys are interested in learning what military service is required of them. The services of the recruiting offices can be utilized to emphasize the need for a strong government. The different branches of the service are able to provide information on requirements, obligations and opportunities of the various branches of the armed services.



Soil Conservation Service. South Dakota is basically an agricultural state. A large percentage of the population is directly or indirectly dependent on agriculture for a living. Many of the students in the government classes can readily see how their living comes from agriculture. An office of the United States Department of Agriculture is maintained in Watertown. The work of this office provides a number of possibilities for use in a high school class. Information obtained from this office can be used in preparing units on such items as conservation, good farming practices, shelter-belts and wildlife. The purpose of the programs of this service is for the benefit of the entire nation. A nation must have a good supply of natural resources if it is to remain a strong nation. Many things are dependent upon the ability of a nation to maintain its productivity.

Courts. Courts play a very important part in the American form of government. This phase of government is in operation on all levels. Several courts are available in Watertown for study by students of American government. Both civil and criminal cases are tried in the courts. The municipal court meets during the forenoon. Cases are tried from time to time in the county court. The circuit court for the six-county area convenes at least twice a year.

Court action usually moves slowly. It is necessary to allow a considerable amount of time for observation if one is



to profit from the experience of observing court in action. The experience of visiting a court makes for a better understanding of the importance of courts in government. The need for citizens being willing to serve on the jury is emphasized when the students see people with whom they are acquainted serving as members of the jury.

The results of court action are more meaningful if the students were present at a part of the trial. Class discussion will be more meaningful to the student who has observed the process of trial by jury.

National Guards. Two units of the South Dakota National Guards are active in Watertown. Company H is the heavy weapons company of the 2nd Battalion of the 196th Regimental Combat Team. Company C is an engineer company of the 200th Engineer Battalion. Units of the National Guards hold one meeting each week. The meetings are held in the city auditorium. Company H has its meeting on Monday night; Company C has its meeting on Tuesday night. Two weeks during the summer all guard members attend summer camp.

Some high school students are members of the National Guards. Recent changes in the program of universal military training have made it possible to shorten the amount of time a young man is required to spend in active training by being a member of the National Guards.

Meetings of the guards are open to the public. Much information regarding the organization of military units is available from the National Guards. These organizations are often called on to take part in some community undertaking. Members of the guards are paid for attending the meetings and drills of their units. National Guard units are usually kept intact in time of national conflict. One who has had experience with the military units of the United States can better appreciate the importance of the defense function of government.

An active unit of the National Guards in the community can be used by the teachers of American government in attaining the objectives of the course. The two units in the Watertown community have several possibilities for use in that course. Many of the functions of governments on all levels center around keeping America strong. A study of the organization and operation of the guard units can help attain this objective. The Preamble of the Constitution of the United States has listed "Provide for the Common Defense" as one of the reasons for establishing that Constitution. Much of MAGRUDER'S is centered around the Constitution of the United States.

The vastness of the many functions performed by governments can be more fully appreciated by a study of the services performed by the agencies mentioned above. Many of these services are made possible through the cooperation of all the people. Small groups of individuals cannot provide services

such as those offered by the postal department or the employment service. The best sales people for the democratic way of life are those who can observe and appreciate the results.

There is a relationship between many of the topics presented in this section of this study and many of the topics in MAGRUDER'S.

The materials available from government agencies are almost limitless. This material can be used in a number of ways by the government classes. Surveys can be made of job possibilities. Units can be planned on conservation. Units on security and other topics can be prepared. Discussions and reports can be centered around much of this material. These materials will suggest other materials that can be put to use. Education today is attempting to move away from a definite course of study toward materials for changing times.

The students of Watertown High School are privileged to have available in their city so many departments of government in which they can observe the actual application of American Government in relation to the principles as presented in MAGRUDER'S.

### Individuals and Organizations

A community the size of Watertown has individuals and organizations, in addition to projects and government facilities, which provide opportunities that can be utilized to supplement the textbook and help achieve the objectives of the course in American government.

The Trades and Industries course in Watertown High School has for a number of years been organized around the idea of learning on the job. In this course the student is given employment in one of the business firms. Some time is spent in the classroom and some time is spent working at an approved job. Several individuals in Watertown have indicated a desire to give students a chance to work with them as a means of making more objective the functions of government. One active lawyer and one judge were among the individuals who felt there were good possibilities in this kind of undertaking.

Many individuals in the community are willing to meet with the classes in government and share their experiences with the students. Among the individuals in this category who could make a good contribution are life insurance agents, the Veteran's Officer, businessmen, members of the radio and press, as well as government employees.

The adults of the community are very much interested in the schools and the students. They are happy to make their contribution if they are asked to do so. The adults of this community can make a contribution to the government course.

The organizations of a community play an important part in the success of the community. They are organized to operate in a democratic manner. Many of the organizations of the Watertown community are not open to the members of an American government class. However, there are organizations

that are open to these students; and, there are organizations that can make a contribution to the objectives of American government even though students are not eligible for membership.

Organizations carry on many of the projects discussed earlier in this study. Students can participate in many of the community projects carried on by these organizations. Projects that are carried on can be studied by the government classes to gain insight into the way a democracy functions.

Many students are active members of community organizations. Many are members of the Boy Scouts or the Girl Scouts. Some belong to the Civil Air Patrol. Most of them are members of an organization affiliated with the church to which they belong. Many find opportunity for active club participation in the 4-H clubs. These organizations provide actual practice in living in a democratic environment.

Students should be encouraged to be active members of the clubs and organizations to which they belong. Much direction for active and worthwhile citizenship training can be obtained from membership in the organizations that exist in the community.

## CHAPTER IV

## SUMMARY

The writer found in the Watertown community a considerable number of resources that have good possibilities for use by the classes in American government in Watertown High School.

Community projects of one kind or another are often undertaken in the community. Much time and effort goes into making the plans for conducting these projects. A considerable number of individuals are needed to carry on these projects if they are to be successful. Members of the American government classes can participate in many of these undertakings. The experience obtained by participating in one or more of these projects can in part achieve the objectives of the course in government in the high school. Students learn by taking an active part in a community project.

Many of the facilities and agencies of government in Watertown provide opportunities for study for the high school government classes. Much first-hand information can be obtained from these agencies. The experience needed for a better understanding of the textbook materials can be gained from visits to government installations in the community. Government facilities in the community provide an opportunity to see many of the functions of government in actual operation.

Individuals and organizations in the community are willing and able to assist the school in many ways to provide the students with the skills and understandings necessary for successful citizenship. Many of the citizens of the community are willing to give of their time and effort and experience to give to the students information at their disposal. Many are willing to bring information to the classes.

Certain portions of the textbook which is used for the course in American government are devoted to the study of local government, the operation of the courts, and many other pertinent topics. Community resources are available which can add realism to many of the topics presented in the textbook.

These resources do tie in with the textbook presently being used in the course. Many of the objectives of the course can in part be achieved by using one or more of the facilities of the community. The citizens of the community are interested in assisting the school in doing a good job of training boys and girls to assume an important part in the task of preserving the American way of life.

The writer found that the Watertown community does have projects, agencies, facilities, organizations, individuals, materials and clubs that provide possibilities for use in a class in American government in Watertown High School. These resources are available to the high school and do tie in with the textbook.

## CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

Conclusions

There is a definite need for doing a superior job of educating the youth of today for active and constructive participation in government at all levels. The success of the democratic form of government depends on the willingness of an educated citizenry to assume the responsibilities necessary to maintain the benefits provided by our form of government.

The conclusions drawn from this study are as follows:

1. The community of Watertown can supply a considerable number of municipal, county and individual agencies that can be used profitably in the teaching of citizenship education.
2. These agencies have expressed their willingness to cooperate with the school and with the teachers of citizenship education.
3. Many of the government facilities of the community are close to the Watertown High School which makes it feasible to take advantage of them.
4. Resources in the Watertown community provide a variety of approaches for the teaching of American government.
5. The objectives of American government in Watertown High School as formulated during the 1954-55 school year can in part be achieved by using the resources of the community.



### Recommendations

Having spent a considerable amount of time and effort in studying the community and interviewing individuals, and having observed the facilities of the community, the writer would like to make the following recommendations to the Board of Education of the Watertown Independent School District and to the administration and teaching staff of Watertown High School:

1. That students in the American government classes be encouraged to take an active part in some of the community projects that are carried on from time to time. That community projects be discussed as a part of the course in American government.
2. That students be encouraged to become acquainted with the government agencies in the Watertown community, and that projects and activities be organized around information available at the government agencies in the community.
3. That individuals of the community be brought to the government classes to provide students with information that can be obtained only from actual experience.
4. That materials that are available from the community be utilized to help the student gain insight into the vastness of the benefits the democratic form of government provides.
5. That students be encouraged to be active members of the clubs to which they belong.
6. That teachers of all subjects strive to be good leaders of youth so that the principles of democracy will always be a guiding light for the nations of the world.

This study of the community resources of the Watertown area has given the writer a better insight into the importance

of every citizen being well educated in the background, development, functions, benefits, and responsibilities of OUR DEMOCRATIC PROCESS. It is the personal opinion of the writer that if the use of community resources can be as effective with students as the study of resources has been effective for the writer, that well-informed and active citizens will continue to be a product of the American schools.

The writer feels that educators in other communities may find it advantageous to survey their community to determine the resources that can be utilized in their educational program. Many of the resources listed in this paper can be used in experimental research in an effort to determine scientifically the usefulness of these resources in attaining the goals of education, as well as, the objectives of a course in American government.

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